

JM Inclusion Policy

Revision date: 13 March 2022

JM Inclusion Policy

JM Vision Statement	3
JM Mission Statement	3
Values	3
IB Mission Statement	4
IB Learner Profile	4
JM Guidance and Counseling Department (GCD)	5
Student Admission and Retention	5
Student Referral and Follow-up	5
Accommodation and Exemption from Exams	6
Records and Reporting	7
Appendix List of Accommodations	8

JM Vision Statement

Jesus & Mary (JM) School, a Christian Center of Education, wholeheartedly embraces the education of the whole person, and actively participates in maximizing every learner's potential.

Jesus & Mary, a trilingual school, aims to equip the learner with a rigorous education and nurture young women and men who are vessels of faith, joy, and hope, lifelong learners, responsible Lebanese citizens, and caring individuals open to diversity and other cultures.

JM graduates are distinguished communicators, role models in society, and dedicated advocates of justice and peace.

JM Mission Statement

Anchored in Faithfulness, Yearning for Excellence

Values

Enriched by the contribution of each of its members, Jesus & Mary School systematically endeavours to develop the following values in its learners:

Academic: to nourish the quest for knowledge, the search for excellence, and the commitment to academic integrity, and to value multiple perspectives and intercultural understanding through languages, inquiry, critical and creative thinking, and interactive methodologies.

Spiritual: to reflect God's presence in every form of life and call for His honour in words and in deed, to protect, serve, and preserve the common human, cultural and ecological heritage, thus bearing the fruits of the Holy Spirit.

Moral: to educate the conscience, to develop a sense of moral goodness and hunger for the truth, and to live in faithfulness and integrity.

Social: to reflect a thorough understanding of and respect for every person's rights, and to embody human solidarity, social justice, and empathy.

Civic: to instill the genuine love and respect for Lebanon 'The Message', to defend Lebanon's sovereignty and independence, and to appreciate global interrelatedness and diversity.

(Jesus and Mary School, 2021, jmraab.edu.lb)

IB Mission Statement

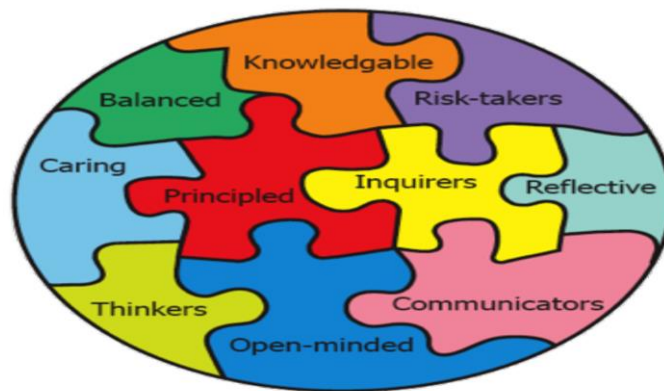
The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

(International Baccalaureate Organization, 2019)

IB Learner Profile

As stated in the JM Mission Statement, the school aims to develop the academic, moral, social, and civic values of its learners, ultimately resulting in internationally minded people who make the world a better place. In order to accomplish the IB mission statement, the learner strives to acquire ten attributes to help him/her not only develop academic skills such as critical and analytical thinking, researching, but also to be compassionate and caring individual.

The IB learner profile is summarized in the following:



(International Baccalaureate Organization, 2019)

As humanity is at the center of education, so is integrity. To maintain a culture of fairness, respect, and honesty, the IB Mission Statement and Learner Profile are key components to model and live by, therefore resulting in responsible citizens.

JM Guidance and Counseling Department (GCD)

The Jesus & Mary School Guidance and Counselling Department (GCD) is formed of a Department Coordinator, a psychologist for each Division, a speech therapist, two social workers, and a psychomotor therapist who work collaboratively. The Department reports to the Vice Rector and the School Head.

In order to be able to develop “strong academic, social, and emotional characteristics” (*ibo.org*), the GCD’s mission is to oversee and ensure the students’ well-being and autonomy as well as their academic progress. To that avail, the professionals are at the disposal of students who require help: they evaluate these students’ difficulties (academic, social, emotional or behavioral) and provide appropriate counsel and remediation whenever possible. In the event where they deem it necessary for the student to benefit from regular follow-up, they refer the student in question to other professionals outside the school and liaise with the parents, the therapist, and the school administration.

Student Admission and Retention

Jesus & Mary School is, as mentioned above, not an inclusive school yet; however, it does cater so far for mild cases and plans to be able to welcome more cases once the infrastructure allows it. Admission to JM is subject to the conditions set in the Jesus & Mary School Admissions Policy and to the cases it can cater for at present. The case of students facing learning and behavioral challenges that the school cannot help with at present is decided by a deliberation committee which reviews each student’s case individually three times a year.

The gifted students are followed individually and given more “challenging” and “motivating” tasks to quench their thirst and still push them into a richer experience.

Student Referral and Follow-Up

Referral

Students who are believed to require follow-up are referred to the GCD by the teacher(s) who fill(s) out a request for intervention and hand(s) it to the Division Principal. The Division

Principal then submits the request for intervention form to the GCD and coordinates the case with the parents, the GCD, and the teachers. Parents may contact the GCD directly at any time to request assistance or advice concerning their child's wellbeing.

Whenever a student is referred to the GCD via the Division Principal, the parents' consent is sought. The only exception to this is made for Intermediate and Secondary students who seek the assistance of the GCD by themselves and may decide whether their parents should be informed or not. This confidentiality agreement is immediately lifted whenever the situation is serious or can pose a threat to the student's well-being.

Follow-up

The follow-up of a student by one or more members of the GCD may consist of interviews and of one-on-one meetings with the student, the parents, or the teachers as is deemed most appropriate for the assessment of challenges or difficulties. Then, depending on the case, a regular follow-up may be put in place within the school. Otherwise, the student is oriented towards an external specialist (psychotherapist, psychiatrist, speech therapist, psychomotor therapist, special education teacher...). Members of the GCD will liaise with the external specialists.

Members of GCD may also provide group interventions for students, parents, or teachers whenever necessary.

Follow-ups are submitted to parents' approval and treated with the utmost confidentiality.

Accommodation and Exemption from Exams

Accommodations

The GCD at Jesus & Mary School offers limited support to students with learning or behavioral difficulties. A list of these accommodations may be found in the Appendix to this policy. Though JM has arranged special access for DP students, the support also includes the implementation of specific accommodations requested by any external specialist and agreed upon by the Division Principal, the GCD, and the parents. Accommodations that are made in Elementary I and Elementary II Divisions, and which might continue till the Secondary Division, may vary from one student to another, and aim at providing the student with the best learning environment, which would lead him/her to grow in a sound and healthy way.

Exemption from school and official examinations

The GCD, in collaboration with the Division Principal and the external specialist(s), readily assists the parents in compiling a comprehensive portfolio over the three years preceding the official examinations for students requiring special accommodations or even exemption. The portfolio is presented to the Ministry of Education and Higher Education (MEHE) and exemption or special access is granted.

The school will do its utmost to accommodate to arising circumstances requiring special accommodations or access for any of its students in addition to doing the same for those students who already are being followed because they have special educational needs.

Records and Reporting

Records

Individual student records are kept with the School Head and minutes of meetings, decisions, and remarks are uploaded on the GCD module of the School Information System accessible to the School Head, Vice Rector, and respective members of the GCD. The Division Principals are informed of the cases of students who are followed by the GCD in their Divisions. Concerned teachers are kept informed on need basis by the Division Principal of the accommodations/special treatment to be given to a particular student.

Reporting

All cases are regularly reported to the School Head by the GCD members, the Vice Rector, and the Division Principal. The Division Principal meets regularly with the GCD to discuss all students who are followed and liaises with the Division Chaplain regarding those students who are accompanied spiritually and would require support from the GCD.

Appendix

List of Accommodations

<i>Accommodation</i>	<i>PS</i>	<i>EI</i>	<i>EII</i>	<i>ID</i>	<i>SD</i>
Class seating					
Rest breaks					
Additional instructional time					
Remediation					
Time management support					
Study habits support					
Additional testing time					
Access to reading of instructions					
Access to highlighting key words					
Access to division of complex directives					
Extensions					
Deferral					
Retakes					
Modification in presentations					
Clarification of examination directions					

Access to a word processor					
Access to a calculator					
Other					

The Policy was drafted by Ms. Rita Zgheib (former IB DP Coordinator and former Academic Supervisor)

The Policy was written in the Academic Year 2020-2021

Committee members: Father Marwan Moawad (former Vice-Rector for School Life and at present Vice-Rector)– Father Antoine Ghazal (Academic Supervisor) - Nathalie el Hani (IB DP Coordinator).

Policy Review March 2022: Father Moussa el Helou (Rector) - Father Antoine Ghazal (Academic Supervisor) - Nathalie el Hani (IB DP Coordinator).

Next Review: March 2023